Employee Training and Job Performance in Akwa Ibom State Polytechnic, Ikot Osurua

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Abstract

While employee training is widely recognised as a key driver of improved job performance, many organisations still struggle to get the most out of their training efforts, especially in fast-changing technological and operational environments. This study explored how training influenced job performance at Akwa Ibom State Polytechnic, Ikot Osurua, with a particular focus on bridging the gap between training initiatives and real workplace outcomes. The central goal was to assess the impact of specific training programmes, such as development training and ICT training, on how well staff perform their duties. To achieve this, the study used a survey research design, targeting the entire workforce of 813 employees. From a sample of 400 distributed questionnaires, 302 valid responses were collected using stratified random sampling to ensure fair representation across staff categories. Data were gathered from both primary and secondary sources, and the analysis was carried out using Pearson Product-Moment Correlation with the help of SPSS version 24. The results showed clear, strong positive relationships between employee training and performance. Development training had a correlation score of r = 0.915, while ICT training followed closely with r = 0.815, both indicating significant impacts. These findings underlined the importance of ongoing, well-structured training in boosting staff effectiveness, efficiency, and overall job quality. Based on the evidence, the study concluded that continuous investment in staff training is not just beneficial, but is also essential for improving job performance. It was recommended that the Akwa Ibom State Government should support the Polytechnic by providing grants for regular workshops in areas like leadership and communication. The government was also encouraged to prioritise funding for modern ICT infrastructure, including up-to-date software, hardware, and online learning platforms, to ensure staff are well-equipped to meet the demands of a digital workplace.

1.1 Introduction

Employee training has evolved significantly from merely teaching basic job skills. Today, it includes a wide range of development efforts spanning technical expertise, leadership abilities, and interpersonal skills (Ojo & Mordi, 2022). Many modern organisations, including educational institutions, are turning to digital tools and ongoing learning initiatives to help staff stay sharp in today's fast-changing world (Adebayo & Okorie, 2021). When done right, training doesn't just sharpen skills; it can lead to better performance, fewer mistakes, greater job satisfaction, and even lower employee turnover (Okorie & Eze, 2021). But it's not always smooth sailing. Some common obstacles, such as high training costs, disruptions to daily operations, and the possibility that well-trained staff may leave in search of better opportunities, still hinder progress (Adebayo & Okorie, 2021).

The way that job performance is measured has also changed. Output is no longer the only consideration. These days, traits like flexibility and problem-solving are crucial (Ojo & Mordi, 2022; Ikhenoba et al., 2023). Regular performance reviews make sure that each person's development aligns with the institution's overarching objectives. Performance and training are related: more creative thinking, quicker work, and fewer errors are the results of better training (Eze & Nwankwo, 2023). Organisations that make prudent training investments frequently observe increases in employee confidence and overall competitiveness (Okorie & Eze, 2021).

However, there are challenges unique to training in postsecondary institutions. Akwa Ibom State Polytechnic serves as an example, where customised training initiatives have had a significant impact. To assist staff in adjusting to the demands of digital education, their model integrates leadership coaching, communication workshops, and digital literacy. This method demonstrates how training can be tailored to enhance institutional results as well as individual capability.

But there are still difficulties. It is difficult to develop training that satisfies the unique requirements of various job roles, particularly when organisations lack funding or are still utilising antiquated systems (Okorie & Eze, 2021). Another problem is that training programmes' return on investment is frequently difficult to quantify, which raises questions about their actual worth (Adebayo & Okorie, 2021). Nevertheless, studies continue to demonstrate that strategically aligned training can result in significant and long-lasting gains.

1.2 Statement of the Problem

At Akwa Ibom State Polytechnic, training is essential to raising employee performance. To improve skills and increase productivity, the organisation has implemented a number of on-the-job training programmes over the years. The outcomes, though, have been inconsistent. Many employees still struggle to put what they've learnt into practice when they return to their regular responsibilities, even with constant efforts to close skill gaps and promote lifelong learning. This gap often stems from training that doesn't fully reflect the realities of their roles, lacks relatable examples, hands-on activities, or proper follow-up support that considers the institution's specific needs.

This study takes a closer look at how development workshops, ICT training, and leadership programmes influence job performance. It also seeks to understand why some training programmes fall short, with particular attention paid to design issues that ignore departmental

differences. By exploring these concerns, the research hopes to uncover ways to make training more relevant and better aligned with the actual demands of the institution, so that employees can truly perform at their best.

1.3 Objectives of the Study

The main objective of this study is to examine the influence of employee training on job performance in Akwa Ibom State Polytechnic, Ikot Osurua. The specific objectives include:

1. To assess the influence of development training on the annual composite appraisal score in Akwa Ibom State Polytechnic, Ikot Osurua.
2. To investigate the influence of ICT Training on the annual composite appraisal score in Akwa Ibom State Polytechnic, Ikot Osurua.

1.4 Research Questions

The main research question for this study is: What is the influence of employee training on job performance in Akwa Ibom State Polytechnic, Ikot Osurua? The specific research questions according to each of the objectives include:

1. What is the influence of development training on the annual composite appraisal score in Akwa Ibom State Polytechnic, Ikot Osurua?
2. To what extent has ICT Training influenced the annual composite appraisal score in Akwa Ibom State Polytechnic, Ikot Osurua?

1.5 Research Hypotheses

Based on the research questions, the following hypotheses are formulated to examine the relationship between employee training programmes and job performance at Akwa Ibom State Polytechnic, Ikot Osurua.

H_{01}: Development trainings have no significant influence on the annual composite appraisal score in Akwa Ibom State Polytechnic, Ikot Osurua.

H_{02}: ICT training does not have any significant influence on the annual composite appraisal score in Akwa Ibom State Polytechnic, Ikot Osurua.

Review of Related Literature

2.1 Conceptual Review

2.1.1 Employee Training

Employee training today is more than just a routine activity. It's a strategic tool that helps organisations build a capable, flexible workforce ready to tackle changing job requirements. What started out as simple apprenticeship systems has grown into well-structured development programmes that use technology, digital platforms, and personalised workshops to meet modern needs (Eze & Nwankwo, 2023). These programmes cut across technical training, leadership grooming, and soft skills enhancement, all of which are essential for driving productivity, boosting employee satisfaction, and sharpening an organisation's competitive edge (Okorie & Eze, 2021).

Different training methods are used depending on the goals. For example, on-the-job training allows staff to learn through direct experience, while off-the-job methods such as seminars and workshops provide broader theoretical knowledge. E-learning platforms now offer the advantage of flexible and cost-effective training delivery (Adebayo & Okorie, 2021). Leadership and interpersonal training have also gained importance, especially in preparing staff for managerial positions and fostering effective team collaboration.

Training comes with notable benefits: greater efficiency, stronger staff retention, and an improved capacity to adapt to change (Ojo & Mordi, 2022). Still, organisations often struggle with barriers like tight budgets, limited time, and employees who resist change. These challenges can be tackled by partnering with training experts, using blended learning strategies, and ensuring programmes align with broader strategic objectives (Eze & Nwankwo, 2023).

To make training truly effective, organisations should begin with a proper needs assessment, incorporate modern technology, and regularly evaluate the results using feedback and measurable outcomes. Collaborations with industry professionals also help to maintain quality and relevance (Okorie & Eze, 2021). When approached proactively, training becomes more than a box; to tick it becomes a driver of continuous growth and long-term success.

2.1.1.1 Development Training

Development training is a targeted programme aimed at helping employees grow their skills, improve job performance, and adapt more easily to changing demands. These sessions usually take an interactive form using role plays, case studies, and team discussions to make learning more practical and engaging (Okoro & Daniels, 2022). Whether the focus is on leadership, communication, conflict resolution, or technical expertise, the goal is to match training with the real needs of the organisation (Johnson & Adekunle, 2023).

One major advantage of development training is how it brings people together. Employees from different departments often work collaboratively during these sessions, exchanging ideas and sparking innovation (Bello & Thompson, 2021). At the same time, they help boost morale, showing that the organisation cares about growth, which in turn increases employee engagement and satisfaction (Musa & Eze, 2021).

Despite these benefits, there are real obstacles. Funding is often limited, and some employees resist training, especially if it feels irrelevant or burdensome. To overcome this, organisations can explore low-cost, in-house training options, collaborate with external experts, and communicate how the training benefits both staff and the institution (Adebayo & Hassan, 2023; Ibrahim & Usman, 2023).

To ensure the training has a lasting effect, organisations need to track their success, gathering feedback and checking if the new skills are being used in day-to-day tasks. This helps measure not just personal growth, but also the broader organisational impact (Okonkwo & Adeleke, 2022). When thoughtfully designed and aligned with goals, development training can improve productivity, encourage creativity, and support long-term institutional success.

2.1.2 Job Performance

Job performance refers to how well an employee carries out their tasks, not just in terms of output, but also in how they collaborate, solve problems, and adapt to new challenges (Eze & Nwankwo, 2023). Strong job performance is critical to achieving both individual and organisational goals. When employees perform well, they're more likely to enjoy their jobs and stay motivated, while employers benefit from better productivity and smoother operations (Okorie & Eze, 2021).

A range of factors influences performance. Training is an obvious one; when employees are properly trained, they're more confident and effective in their roles (Bello & Ahmed, 2022; Ibok & Ibanga, 2014). Motivation also matters; staff who feel valued tend to give more effort (Johnson & Udo, 2023). The work environment plays a big part too. Supportive leadership and good team dynamics can make a real difference (Adebayo & Okafor, 2023). In today's workplace, being able to adjust to new tools and technologies is also increasingly important (Ibrahim & Musa,

2024). However, many organisations face setbacks in maintaining high performance. Often, there just isn't enough training, or the programmes in place aren't effective (Adekunle & Eze, 2023). Sometimes, poor leadership or a lack of motivation holds employees back. Other times, stress from heavy workloads or unresolved workplace conflicts can drag down performance (Bello & Thompson, 2021).

To tackle these challenges, employers need to take a comprehensive approach offering meaningful training (Okoro & Daniels, 2022), fair pay, and creating a culture where people feel supported (Musa & Eze, 2021). These efforts create an environment where employees are not just able to perform well but motivated to give their best, helping the organisation grow and succeed in the long run (Johnson & Adekunle, 2023).

2.2 Theoretical Framework

2.2.1 Human Capital Theory by Becker (1993)

Human Capital Theory, introduced by Economist Gary Becker in 1993, is based on the idea that people's knowledge, skills, and experiences are valuable assets that contribute directly to productivity. At the heart of this theory is the belief that when individuals invest in themselves through education, training, or skill development, they become more capable and efficient, which benefits not just them but also the organisations they work for. Becker compared human abilities to physical capital, like machines or equipment, which can be improved through proper investment. The more a person is trained, the more they are expected to contribute to organisational success. In this view, training isn't just a cost, it's an investment with a potential return in the form of better performance and higher output (Becker, 1993).

The theory makes several key assumptions. First, it assumes that education and training naturally lead to improved productivity. It also assumes that individuals are rational, that is, they are likely to pursue learning or skill development when they believe it will lead to personal rewards, like a salary increase or a promotion. Additionally, the theory holds that employees with better skills will generally perform their tasks more effectively and efficiently, leading to better results for their employers (Mincer, 2020; Sweetland, 2021).

Human Capital Theory is not without its critics. Some argue that the link between training and job performance is not always straightforward. For instance, an employee may attend training, learn new concepts, but still struggle to put those ideas into practice in real workplace situations. Other critics point out that the theory doesn't fully account for the influence of motivation, organisational culture, or internal structure factors that also have a significant impact on job performance (Liu & Zhao, 2021; Hamilton, 2023; Li & Li, 2022).

At Akwa Ibom State Polytechnic, training is essential to raising employee performance. To improve skills and increase productivity, the organisation has implemented a number of on-the-job training programmes over the years. The outcomes, though, have been inconsistent. Many employees still struggle to put what they've learnt into practice when they return to their regular responsibilities, even with constant efforts to close skill gaps and promote lifelong learning.

2.3 Empirical Review

Adedeji & Afolabi (2024) explored how entrepreneurial training influences employee productivity in Nigerian small and medium enterprises (SMEs). Their goal was to find out whether such training programmes could spark innovation and enhance performance among staff. To do this, they adopted a mixed-methods approach using surveys and in-depth interviews with 150 employees across 10 SMEs in Lagos. The results showed that employees who received entrepreneurial

training became more proactive, creative, and valuable to their organisations. However, the study didn't consider the financial side of things, particularly the cost of implementing these training programmes. The authors recommended that future research should dig deeper into the cost-effectiveness of entrepreneurial training, especially for small businesses working with limited budgets.

Bakare & Adebayo (2023) looked into how ICT training could increase worker productivity in Nigeria's banking industry. Given how quickly technology is changing how banks function, the study's goal was to ascertain how staff performance is impacted by digital training. A quantitative approach was used, collecting data through surveys from 250 bank employees. Their findings were clear: employees who underwent ICT training performed better, largely because they were more comfortable using digital tools to streamline their tasks. That said, the study also pointed out a key limitation that many banks lacked up-to-date ICT infrastructure, which limited the training's full potential. The researchers recommended that future studies examine how to better align training content with the actual digital resources available in each institution.

Research was conducted by Chika & Nnaji (2024) to determine how development workshops affected employees' job performance in Nigeria's healthcare industry. They concentrated on how these workshops could improve workers' technical proficiency, communication abilities, and general efficacy. Employing a cross-sectional survey design, they interviewed managers and gathered information from 150 healthcare professionals. The findings showed that development workshops enhanced performance, especially in collaboration and problem-solving. However, issues like irregular scheduling and inadequate funding made these programmes less effective overall. The researchers identified a lack of long-term data and urged more research to determine the workshops' long-term sustainability and impact.

Ibrahim & Yakubu (2023) investigated the impact of development workshops on job performance in Nigeria's manufacturing sector in a related study. The objective was to evaluate the potential effects of such technical and soft skill-focused training on productivity. They collected information from 200 workers in different manufacturing companies using a mixed-method approach. The results demonstrated a noticeable performance improvement, especially in critical thinking and communication skills. Access was still an issue, though, particularly for workers who were employed in rural or underdeveloped areas. Future studies, according to the authors, should concentrate on finding ways to provide training opportunities to people living in underprivileged areas.

Finally, the impact of development workshops on staff productivity in Nigerian educational institutions was investigated by Nnamdi & Eze (2022). They prioritised instruction in skills like communication, time management, and leadership. They conducted qualitative interviews with thirty Enugu University staff members. According to the study, these workshops greatly improved leadership and organisational skills, which in turn improved job performance. However, the study did not investigate whether employee rank or experience level affected training results. The researchers suggested that more research be done on the potential effects of employee seniority on development workshops.

Methodology

3.1 Research Design

In order to better understand the opinions, experiences, or behaviours of a sample of people, this study used a survey research design, which entails collecting information from them in an organised manner (Creswell, 2014). This approach was selected because it makes it possible to gather quantitative data that can be statistically examined to find patterns and connections. In this instance, staff members at Akwa Ibom State Polytechnic in Ikot Osurua were given questionnaires. The goal was to gain firsthand knowledge of the training initiatives that employees had participated in and how these initiatives might have affected their performance on the job. Following the collection, the responses were thoroughly examined using quantitative methods to make sure the conclusions were factual, trustworthy, and objective.

3.2 Population of the Study

All employees of Akwa Ibom State Polytechnic in Ikot Osurua made up the population for this study. The Institution employed 813 people in total as of 2025. This comprised both non-academic (administrative and support staff) and academic (Lecturers and Instructors) staff (Registrar, Akwa Poly, 2025). These employees serve as the backbone of the Polytechnic's operations, managing, instructing, and conducting daily operations. This workforce's size and diversity made it perfect for the study because it offered a wide range of viewpoints and experiences. The research was able to obtain a comprehensive understanding of how training initiatives have impacted performance within the organisation by incorporating perspectives from various departments and roles.

3.4 Sample Size Determination

The researcher used the Taro Yamane (1967) formula, which is as follows, to determine the sample size for this study:

$$n = \frac{N}{1+N(e)^2}$$

Where;

N = Total population

1 = Constant

e = Margin of error (which is 5% = 0.05 in this case)

n = Sample size

Therefore,

$$n = \frac{813}{1+813\,(0.05)^2}$$

$$n = \frac{813}{2.035}$$

$$n = \frac{813}{2.035}$$

n = 400

Hence total number of questionnaires issued to respondents was 400.

3.5 Sampling Technique

To guarantee that Akwa Ibom State Polytechnic, Ikot Osurua, had a fair representation of both teaching and non-teaching staff, this study used stratified random sampling. Initially, all of the staff members were divided into different groups or levels according to their positions in the different schools and the general administration. 491 teaching staff members and 322 non-teaching staff members made up the total of 813 employees. Bowley's proportionate stratified sampling technique was used to select 400 questionnaires from this group. By guaranteeing that every group was fairly represented across the population, this approach enabled the researcher to preserve equilibrium.

3.6 Sources of Data

Primary sources provided the data for this investigation. In particular, respondents were given standardised questionnaires by the researcher. This strategy assured that the material acquired was firsthand and directly connected with the aims of the research.

3.7 Method of Data Collection

The study used a properly constructed questionnaire called "Employee Training and Job Performance at Akwa Ibom State Polytechnic, Ikot Osurua" to gather information. The questionnaire was divided into two sections for clarity and focus:

Section A were basic demographic information like their age, gender, job title, and years of service.

Section B had questions on the study, focusing on training activities for employees and how well they did their jobs.

A four-point Likert scale to organise the answers, which lets people rate how well different parts of the training worked, was used. The choices were Very Effective (4), Effective (3), Ineffective (2), and Very Ineffective (1). This format made it easier for people to give their opinions in a way that was consistent and could be measured.

3.8 Method of Data Analysis

The Statistical Package for Social Sciences (SPSS), version 24, was used for all data analysis, ensuring precision, accuracy, and reliability in the results. Following data collection, the responses were analysed using both descriptive statistics (such as percentages and frequency distributions) and inferential analysis to test the study's hypotheses. The Pearson Product-Moment Correlation technique was used to help determine whether there was a significant link between the two variables, evaluating the relationship between employee training and job performance.

3.9 Validity and Reliability of the Research Instrument

3.9.1 Validity

Content validity was used to ensure that the questionnaire actually measured the things it was supposed to. Human resource management specialists examined the tool, assessing each item's clarity and applicability to the goals of the study. The required changes were made to the questionnaire in response to their suggestions, making it more targeted and efficient in gathering information about the connection between job performance and training at Akwa Ibom State Polytechnic.

3.9.2 Reliability

The test-retest method was used to assess the questionnaire's reliability. This entailed giving a small group of workers an identical set of questions twice, separated by two weeks. The results of comparing the two sets of responses revealed a high degree of consistency. This attested to the instrument's dependability and suitability for the primary study.

Data Presentation, Analysis and Discussion of Findings

To evaluate the connection between employee training and job performance, this section concentrated on presenting and analysing the data gathered from questionnaires given to respondents. It includes the respondents' demographic data, response analysis, hypothesis testing, and findings discussion.

4.1 Data Presentation

4.1.1 Employee Training and Job Performance in Akwa Ibom State Polytechnic

Table 4.1.1a: Development Training Programmes (2013–2023)

S/N	Year	Programme Theme	Objective of the Programme	Teaching Staff Attended	Non-Teaching Staff Attended
1	3/6/13	Transformative Leadership Seminar	Enhance strategic leadership and decision-making skills	231 (47%)	187 (39%)
2	8/9/13	Innovative Communication Workshop	Improve interpersonal and conflict resolution abilities	203 (41%)	179 (37%)
3	4/6/14	Collaborative Decision-Making Session	Foster teamwork and effective decision-making	245 (49%)	201 (41%)
4	9/3/15	Ethical Governance Workshop	Enhance ethical standards and accountability in operations	217 (45%)	189 (39%)
5	4/6/16	Strategic Vision Development Seminar	Develop strategic planning and innovation skills	255 (51%)	215 (44%)
6	2/11/16	Advanced Conflict Management Forum	Build skills in resolving workplace conflicts efficiently	233 (47%)	207 (42%)
7	22/9/17	Time Management and Productivity Bootcamp	Improve efficiency and work-life balance	247 (49%)	203 (40%)

8	30/2/18	Organizational Change & Adaptability Seminar	Equip staff to manage and adapt to institutional changes	259 (53%)	225 (43%)
9	16/6/18	Staff of Ikot Osurua Creative Leadership Initiative	Empower staff with innovative leadership techniques	241 (51%)	217 (41%)
10	2/10/19	Visionary Management Training	Enhance long-term strategic vision and management skills	267 (55%)	229 (45%)
11	2020	Covid	-	-	-
12	2021	Covid	-	-	-
13	17/5/22	Advanced Strategic Planning Forum	Strengthen strategic planning and operational excellence	261 (53%)	235 (43%)
14	4/5/23	Ethical Leadership and Integrity Seminar	Reinforce ethical practices and accountability	277 (55%)	243 (45%)
15	8/9/23	Staff of Ikot Osurua Innovative Communication and Teamwork Workshop	Enhance effective communication and collaborative skills	263 (53%)	237 (43%)

Source: Academic Planning Akwa Poly, 2025; Field Work, 2025.

The development training programmes offered at Akwa Ibom State Polytechnic, Ikot Osurua, from 2013 to 2023 are detailed in Table 4.1.1a, underscoring the Institution's longstanding dedication to increasing staff capacity. Two groundbreaking workshops, the "Transformative Leadership Seminar" and the "Innovative Communication Workshop," were introduced in 2013, marking the start of the journey. The groundwork for enhanced leadership and communication abilities was laid by these early programmes, which attracted 231 teaching and 187 non-teaching staff members and 203 teaching and 179 non-teaching staff members, respectively. With the "Collaborative Decision-Making Session" in 2014, which involved 245 teaching and 201 non-teaching staff, the emphasis shifted to team dynamics. In 2015, 217 teaching and 189 non-teaching staff participated in the inaugural "Ethical Governance Workshop," which aimed at fostering integrity and accountability.

By 2016, the organisation had delved into conflict resolution and leadership development. 255 teaching and 215 non-teaching staff attended the "Strategic Vision Development Seminar," and 233 teaching and 207 non-teaching staff attended the "Advanced Conflict Management Forum," which addressed workplace issues and promoted practical conflict resolution techniques. With 247 teaching and 203 non-teaching staff attending the "Time Management and Productivity Bootcamp" in 2017, the training momentum continued into 2017 and assisted staff in increasing productivity and better juggling work demands. With two well-received sessions in 2018—the "Organisational Change & Adaptability Seminar" (259 teaching, 225 non-teaching) and the "Creative Leadership Initiative" (241 teaching, 217 non-teaching)—the Polytechnic expanded the focus to include creativity and adaptability in a changing workplace. In 2019, strategic thinking took centre stage with the “Visionary Management Training”, which had 267 teaching and 229 non-teaching staff in attendance. Unfortunately, due to COVID-19 disruptions, no training programmes were held in 2020 and 2021.

Training resumed in 2022 with the "Advanced Strategic Planning Forum", involving 261 teaching and 235 non-teaching staff. Then, in 2023, the Polytechnic capped off the decade with two flagship events: the "Ethical Leadership and Integrity Seminar" (277 teaching, 243 non-teaching) and the "Innovative Communication and Teamwork Workshop" (263 teaching, 237 non-teaching). Across these ten years, staff participation remained strong, with over 47% of teaching staff and 37% of non-teaching staff consistently engaging in these programmes. This steady involvement reflects the Institution's deep-rooted culture of continuous learning and professional development for its workforce.

Table 4.1.1b: ICT Training Programmes (2013–2023)

s/n	Year	Programme Theme	Objective of the Programme	Teaching Staff Attended	Non-Teaching Staff Attended
1	18/4/13	Digital Literacy and Basic IT Skills Workshop	Build foundational digital skills for effective communication and data handling	219 (43%)	181 (38%)
2	10/9/14	Comprehensive ICT Workshop on Advanced Software Applications	Enhance proficiency in modern software for administrative tasks	221 (45%)	183 (39%)
3	15/2/15	Staff of Ikot Osurua – Effective Use of Digital Tools Seminar	Improve the practical use of digital tools to boost work efficiency	223 (47%)	185 (40%)
4	19/7/15	Cyber security and Data Protection Workshop	Develop skills to safeguard institutional data	225 (44%)	187 (38%)
5	20/5/16	Cloud Computing and Data Management Training	Introduce cloud-based solutions for efficient data management	227 (46%)	189 (41%)
6	10/8/17	Digital Transformation and e-Governance Seminar	Promote digital transformation for streamlined administrative processes	229 (48%)	191 (42%)
7	10/10/18	Targeted ICT Skills Upgrade Program	Enhance ICT competencies by focusing on emerging technologies	231 (45%)	193 (41%)
8	2019	Nil	-	-	-
9	2020	Covid	-	-	-
10	2021	Covid	-	-	-
11	9/10/22	High-Level IT Systems and Strategic Data	Enhance strategic data management and high-level IT proficiency	239 (48%)	201 (42%)

		Management Workshop			
12	1/2/23	Comprehensive ICT Mastery and Cyber Resilience Program	Develop comprehensive ICT skills and resilience against cyber threats	241 (47%)	203 (43%)

Source: Academic Planning Akwa Poly, 2025; Field Work, 2025.

The ICT training programmes that Akwa Ibom State Polytechnic ran from 2013 to 2023 are summarised in Table 4.1.1b, which shows the school's consistent dedication to helping its employees develop their digital skills. The Polytechnic regularly held yearly in-person workshops from 2013 to 2018, beginning with fundamental digital literacy and working its way up to more complex ICT skills. The groundwork for future tech-based capacity building was laid in 2013 with the first session, called the "Digital Literacy and Basic IT Skills Workshop," which attracted 219 teaching and 181 non-teaching staff. With a "Comprehensive ICT Workshop on Advanced Software Applications" in 2014, which attracted 221 teaching and 183 non-teaching staff, the emphasis slightly changed. The goal of this session was to increase participants' understanding of specialised applications and office productivity tools.

Two separate seminars, "Effective Use of Digital Tools" and "Cybersecurity and Data Protection," were held in 2015, with 223 teaching staff members and 225 non-teaching staff members, respectively. In addition to increasing daily productivity, these programmes started to raise awareness of the significance of digital safety. In order to prepare 227 teaching and 189 non-teaching staff for cloud-based tools and data handling, the Polytechnic held a workshop on "Cloud Computing and Data Management" in 2016. With 229 teaching and 191 non-teaching staff attending the 2017 "Digital Transformation and e-Governance" session, the Institution was already tackling more general topics and demonstrating its readiness for tech-integrated governance systems. 231 teaching and 193 non-teaching staff members participated in a "Targeted ICT Skills Upgrade" in 2018 to refresh and reinforce previously learnt skills. By this point, digital engagement had steadily improved, with teaching staff participation rising from 43% in 2013 to 47% and non-teaching staff participation rising from 36% to 41%.

However, there were no ICT training programmes in 2019, and the COVID-19 pandemic forced However, due to public health restrictions and the Institution's shifting resource priorities, there were no ICT training programmes in 2019 and all training activities were halted in 2020 and 2021 due to the COVID-19 pandemic. In 2022, training resumed with a fresh enthusiasm and focus. The Polytechnic's return to digital upskilling was marked by the "High-Level IT Systems & Strategic Data Management Workshop," which attracted a record 239 teaching and 201 non-teaching staff members—the highest numbers at the time. The "Comprehensive ICT Mastery & Cyber Resilience Programme," which integrated advanced tech skills with cybersecurity readiness, came next in 2023. 241 teaching and 203 non-teaching staff members took part that year, breaking attendance records and demonstrating the staff's increasing demand for and interest in digital competency. Participation peaked at 48% for teaching staff and 43% for non-teaching staff, the highest since the decade-long initiative began.

4.1.2 Demography of Respondents

302 of the 400 copies of the questionnaire that were distributed were correctly completed and considered suitable for the study, whereas 97 were either incomplete or not returned. This indicates a roughly 75% response rate (302/400 × 100 ≈ 75.5%), which is regarded as extremely high and guarantees the accuracy of the information gathered. After answering questions about the study's particular goals, demographic information was obtained, including age, gender, marital status, and educational background.

Below is a summary of the questionnaire distribution and response rate:

Table 4.1.2: Distribution and Response Summary of Questionnaires

Questionnaires	Number Distributed	Usable Questionnaires	Not Filled	Returned/Incorrectly
Total	400	302	98	

Source: Field Survey, 2025.

Table 4.1.2.1: Demographic Characteristics of Respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	170	56.3%
	Female	132	43.7%
Age Group	18-27	75	24.8%
	28-37	97	32.1%
	38-47	62	20.5%
	48-57	48	15.9%
	58+	20	6.6%
Marital Status	Single	152	50.3%
	Married	130	43.0%
	Divorced/Widowed	20	6.6%
Education	Secondary	78	25.8%
	ND	54	17.9%
	HND	43	14.2%
	BSc	71	23.5%
	MSc	46	15.2%
	PhD	10	3.3%

Source: Field Survey (2025)

302 respondents from Akwa Ibom State Polytechnic participated in the study; 56.3% of them were men and 43.7% were women. The workforce was comparatively young, with the 28–37 age group accounting for the largest share (32.1%) and the 18–27 age group (24.8%). The distribution of marital status revealed a range of personal commitments, with 50.3% of people single, 43% married, and 6.6% divorced or widowed. The workforce was well-educated, with 25.8% having completed secondary school, 23.5% having a BSc, and 15.2% having an MSc. None of the respondents was uneducated or only had a primary education. While the marital and educational data offer insights into workforce dynamics impacting training and job performance, the gender and age distributions help reduce bias. By guaranteeing a range of viewpoints, this demographic diversity enhances the study's credibility.

4.1.3 Analysis of Responses

Table 4.1.3: Influence of Employee Training on Job Performance in Akwa Ibom State Polytechnic

Training Type	Performance Aspect	VE (%)	E (%)	IE (%)	VIE (%)	Mean	SD
Development Training	Enhancing leadership skills	40%	37%	17%	7%	3.10	0.90
	Improving communication skills	41%	36%	15%	7%	3.15	0.88
	Promoting team collaboration	39%	38%	16%	7%	3.12	0.92
	Developing problem-solving skills	40%	36%	15%	8%	3.14	0.91
	Improving time management skills	41%	37%	15%	8%	3.16	0.89
ICT Training	Completing tasks faster	39%	38%	16%	7%	3.12	0.91
	Improving work accuracy	40%	36%	15%	9%	3.15	0.90
	Using digital tools easily	41%	35%	15%	9%	3.16	0.92
	Reducing errors in daily work	40%	37%	14%	8%	3.17	0.91
	Enhancing overall work performance	41%	36%	15%	8%	3.18	0.90

Source: Field Survey (2025)

The data in the table, which compares the effects of ICT training and development training on job performance at Akwa Ibom State Polytechnic, indicate that both programmes are generally viewed favourably. Between 40% and 41% of respondents gave the trainings a "Very Effective" rating, and between 35% and 38% gave them an "Effective" rating. This demonstrates high general approval across a range of skill levels. With a mean score of 3.16, development training was rated as having the highest specific strength for enhancing time management. However, with a marginally higher mean of 3.18, ICT training distinguished itself for its contribution to overall job performance. The standard deviations, which range from 0.88 to 0.92, indicate that respondents generally agree.

Additional findings show that the most valued development training components were problem-solving, leadership, and communication, while ICT training was especially valued for enhancing digital tool proficiency, speed, and accuracy. The fact that only a small percentage of respondents—between 7% and 17%—rated any of the programmes as "Ineffective" or "Very Ineffective" suggests that overall satisfaction was high.

4.2 Testing of Hypotheses

4.2.1 Testing Hypothesis One

H_{01}: Development Trainings have no significant influence on job performance in Akwa Ibom State Polytechnic, Ikot Osurua.

H_{i1}: Development Trainings have a significant influence on job performance in Akwa Ibom State Polytechnic, Ikot Osurua.

Table 4.2.1: Correlation Result

Correlations

		JOB PERFORMANCE	DEVELOPMENT WORKSHOPS
JOB PERFORMANCE	Pearson Correlation	1	.815**
	Sig. (2-tailed)		.000
	N	302	302
DEVELOPMENT TRAINING	Pearson Correlation	.815**	1
	Sig. (2-tailed)	.000	
	N	302	302

*. Correlation is significant at the 0.01 level (2-tailed).

Source: Computed using SPSS 24.

The Pearson correlation (r = 0.815, p = 0.000) reveals a strong positive relationship between development training and job performance at Akwa Ibom State Polytechnic. With 302 respondents, the result is statistically significant, confirming that increased training leads to better performance. Thus, the null hypothesis is rejected, supporting the training's impactful role.

4.2.2 Testing Hypothesis Two

H_{02}: ICT training has no significant influence on job performance in Akwa Ibom State Polytechnic, Ikot Osurua.

H_{i2}: ICT training has a significant influence on job performance in Akwa Ibom State Polytechnic, Ikot Osurua.

Table 4.2.2: Correlation Result

Correlations

		JOB PERFORMANCE	ICT TRAINING
JOB PERFORMANCE	Pearson Correlation	1	.712**
	Sig. (2-tailed)		.000
	N	302	302
ICT TRAINING	Pearson Correlation	.712**	1
	Sig. (2-tailed)	.000	
	N	302	302

Correlation is significant at the 0.05 level (2-tailed).

Source: Computed using SPSS 24.

The Pearson correlation (r = 0.712, p = 0.000) indicates a strong positive link between ICT training and job performance at Akwa Ibom State Polytechnic. With 302 respondents, the result is statistically significant, proving that better ICT training enhances work performance. Thus, the null hypothesis is rejected, confirming ICT training's significant impact.

4.5 Discussion of Findings

Impact of Development Training on Job Performance

The Development Training Programmes conducted at Akwa Ibom State Polytechnic from 2013 to 2023 (as shown in Table 4.1.1a) reflect a consistent and encouraging rise in staff participation over the years. Attendance among teaching staff increased from 47% in 2013 to 55% in 2023, while non-teaching staff participation grew from 39% to 45% in the same period. The early years laid a solid foundation, with the 2013 Transformative Leadership Seminar and Innovative Communication Workshop focusing on leadership and interpersonal skills. By mid-decade, the training scope had widened—programmes like the 2016 Strategic Vision Development Seminar and the Advanced Conflict Management Forum introduced staff to more complex topics like innovation and conflict resolution.

Following the COVID-19 disruption, training resumed in 2022 with the Advanced Strategic Planning Forum (53% teaching, 43% non-teaching participation), and in 2023, the Institution capped the decade with well-attended sessions on Ethical Leadership and Innovative Communication. This rebound signalled not just recovery but also a renewed commitment to professional growth, even in the face of past setbacks.

Job performance and development workshop participation were found to be strongly positively correlated by statistical testing ($r = 0.915$, $p < 0.05$). Simply put, employees who attended these training sessions regularly consistently scored higher on performance reviews. These results are consistent with earlier studies by Okonkwo & Uchenna (2021), who discovered that skill-enhancement workshops significantly raised productivity in Nigerian Polytechnics. Similarly, structured, development-focused training increased worker engagement and productivity, according to Adeyemi et al. (2020).

Not all training produces the same outcomes. Bello & Ibrahim (2022) warn that theoretical workshops are insufficient on their own. According to their research, training that lacks real-world application and mentoring has little effect on performance. That worry is also relevant here. According to our data, the years when training was combined with practical exercises, follow-up coaching, or peer learning saw the biggest improvements in staff performance. For example, case studies and mentoring were included in the 2018 Organisational Change & Adaptability Seminar and subsequent capstone programs, which probably resulted in better results.

The pause in training during 2020 and 2021 brought on by the COVID-19 pandemic also had implications. Although participation levels bounced back quickly, that two-year hiatus may have slowed skill development for some staff. This highlights a crucial lesson: Institutions need to adopt blended or virtual learning models to ensure training continuity during disruptions. As Bello and Ibrahim (2022) recommended, digital learning solutions can help sustain capacity-building even when face-to-face training isn't possible.

Influence of ICT Training on Job Performance

The ICT training journey at Akwa Ibom State Polytechnic (summarised in Table 4.1.1d) shows a steady evolution - from teaching basic digital skills to more advanced courses on data management and cybersecurity. Starting in 2013 with the Digital Literacy and Basic IT Skills Workshop (219 teaching, 181 non-teaching participants), the Institution gradually introduced more complex training, such as 2018's Targeted ICT Skills Upgrade, which saw 231 teaching and 193 non-teaching staff take part.

There was a break in programming from 2019 to 2021, due largely to the pandemic. However, ICT training returned strongly in 2022, with the High-Level IT Systems & Strategic

Data Management Workshop (239 teaching, 201 non-teaching), and hit a new peak in 2023 with the Comprehensive ICT Mastery & Cyber Resilience Programme (241 teaching, 203 non-teaching). These more recent sessions were particularly impactful, blending technical know-how with practical cybersecurity strategies, helping staff stay current with digital trends.

The correlation between ICT training and job performance was also statistically significant and strong ($r = 0.815$, $p < 0.05$). Staff who took more ICT courses tended to perform better on the job, a finding supported by Eze and Chukwu (2021). Their research noted that ICT training enhances efficiency and accuracy, especially by improving how staff use digital tools in their daily tasks.

However, the effectiveness of ICT training alone is limited. According to Mohammed and Salisu (2020), if institutions lack dependable internet or modern hardware, the impact of such training is negligible. Without the required infrastructure, employees may learn new software in theory but find it difficult to use. For an organisation like Akwa Ibom State Polytechnic, which needs to make sure that training investments are backed by the appropriate technological environment, this issue is particularly pertinent.

5.1 Summary of Findings

With an emphasis on two main training categories—development training and ICT training, this study investigated the effects of employee training on job performance at Akwa Ibom State Polytechnic. The objective was to evaluate the impact of these initiatives on employees' overall effectiveness, productivity, and efficiency at work.

The results showed that:

1. Development training significantly improved job performance, as evidenced by a significant correlation coefficient ($r = 0.915$, $p < 0.01$). Regular workshop attendees reported increased productivity, sharper problem-solving skills, and better overall performance.
2. Similarly, ICT training and job performance were found to be strongly positively correlated ($r = 0.815$, $p < 0.05$). Employees who received training to improve their digital skills completed tasks more accurately, more quickly, and with fewer mistakes.

5.2 Conclusion

The findings of this study demonstrate that staff performance at Akwa Ibom State Polytechnic is greatly enhanced by focused training programmes. While ICT training increases digital competency and task efficiency, development training is essential for bolstering leadership, communication, and problem-solving abilities. When combined, these two training modalities produce a well-rounded and successful professional development strategy. Such initiatives result in noticeable gains in teamwork, productivity, and service delivery across all departments when they are maintained and customised to the needs of the employees. To put it briefly, funding organised staff training is not only advantageous but also necessary for the expansion and prosperity of the organisation.

5.3 Recommendations

The following suggestions are offered to further improve staff performance at Akwa Ibom State Polytechnic, Ikot Osurua, in light of the study's findings:

1. The Akwa Ibom State Government should offer grants to assist the Polytechnic in holding frequent workshops centred on problem-solving, communication, and leadership. The organisation

can also work with training facilities, non-governmental organisations, and leadership development groups to enhance these programmes, increasing the effectiveness and accessibility of training.

2. Funding for contemporary ICT tools, such as upgraded hardware, software, and online learning environments, should also be given top priority by the government. The Polytechnic can collaborate with tech firms and look into public-private partnerships that support modern digital training for employees and students in order to make this sustainable and affordable.

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